

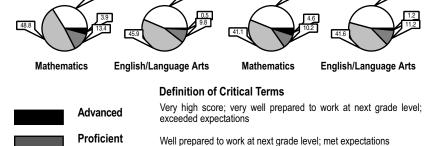
ND

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

Our School

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Average	Below Average	N/A
2003 2004	Average	Unsatisfactory	No

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



Basic Met standards; minimally prepared, can go to next grade level

Middle Schools with Students like Ours

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	60	230	57
Percent satisfied with learning environment	78.3%	64.3%	74.5%
Percent satisfied with social and physical environment	89.8%	63.7%	57.1%
Percent satisfied with home-school relations	49.2%	79.2%	67.3%

Furman Middle								4302003
PACT PERFORMANCE	BY GR	EN TESTING						cientard Advance
		, rst ing	/、	alon Basic		Proficient of	Advanced on Profi	cient and
	/110	BLI LEST	isted /	OM BO	asic /	oroficie	Many &	cient ance
	EMOIL	940, 04	lested old	910 \ oh	Basic ol	A.\ 0/0	Pr 3/640.	Man
	/ v v		9/0	iglish/Lar	/	rts	/ 6/6	/ ५
All students	997	98.8	43.7	45.9	9.8	0.5	10.3	17.6
Gender	991	30.0	45.7	40.0	9.0	0.5	10.5	17.0
Male	509	98.2	52.1	40.8	7.1	N/A	7.1	17.6
Female	489	99.2	35.3	51.1	12.5	1.1	13.6	17.6
Racial/Ethnic Group	400	00.Z	00.0	01.1	12.0	1.1	10.0	17.0
White	455	98.9	35.3	49.3	14.5	0.9	15.4	17.6
African-American	526	98.7	51.4	42.6	5.8	0.2	6.0	17.6
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	11	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status			,,, .	. 1// (. 1// (. 1// (. 1// 1	11.0
Not disabled	812	99.4	37.7	49.9	11.8	0.7	12.4	17.6
Disabled	186	95.7	70.2	28.7	1.2	N/A	1.2	17.6
Migrant Status	100	50.7	. 0.2	20.7	1.2	. 1// 1	1.2	17.0
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	998	98.7	43.7	45.9	9.8	0.5	10.3	17.6
English Proficiency	000	00.1	10.1	10.0	0.0	0.0	10.0	11.0
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	998	98.7	43.7	45.9	9.8	0.5	10.3	17.6
Socio-Economic Status								
Subsidized meals	740	98.6	48.2	45.7	5.9	0.1	6.1	17.6
Full-pay meals	258	98.8	31.4	46.5	20.4	1.6	22.0	17.6
		•	•	•	•	•		
				Mathe	matics			
All students	997	99.9	34.0	48.8	13.4	3.9	17.3	15.5
Gender								
Male	509	100.0	36.9	46.1	13.2	3.8	17.1	15.5
Female	489	99.6	31.0	51.5	13.5	3.9	17.5	15.5
Racial/Ethnic Group								
White	455	100.0	23.8	49.3	19.7	7.2	26.9	15.5
African-American	526	99.8	42.9	48.7	7.6	0.8	8.5	15.5
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	11	90.9	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status		100.5	00.5		40.0		20.5	
Not disabled	812	100.0	28.5	50.7	16.0	4.8	20.8	15.5
Disabled	186	98.9	57.1	40.7	2.3	N/A	2.3	15.5
Migrant Status	NIV	0.0	NIZA	NI/A	NI/A	NI/A	NI/A	45.5
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	998	99.8	34.0	48.8	13.4	3.9	17.3	15.5
English Proficiency	NUC	0.0	NIZA	NI/A	NI/A	NI/A	NI/A	45.5
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	998	99.8	34.0	48.8	13.4	3.9	17.3	15.5

37.8

23.5

51.0

42.5

9.0

25.5

11.2

34.0

8.5

15.5

15.5

99.9

99.6

740

258

Socio-Economic Status

Subsidized meals

Full-pay meals

PACT PERFORMANCE BY GRADE LEVEL

		Enroll	8401, 0/0	183 010 86	40,	280 olo	8/12 0/0	AC O Profi
		/ • •			/Langua	ae Arts		/ •(•
Δ	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 6	320	N/A	30.0	46.4	20.5	3.2	23.7
	Grade 7	311	N/A	28.8	54.4	16.2	0.6	16.8
•	Grade 8	270	N/A	41.0	48.9	10.1	N/A	10.1
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ဗ္ဗ	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 6	339	99.1	52.5	36.8	9.7	0.9	10.7
	Grade 7	335	99.1	36.2	51.5	11.7	0.6	12.3
	Grade 8	324	97.8	42.1	50.0	7.9	N/A	7.9

				M	atha mati			
				IVI	athematio	:5		
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	320	N/A	32.3	45.5	17.2	5.0	22.3
	Grade 7	311	N/A	47.1	38.4	9.7	4.8	14.5
•	Grade 8	270	N/A	46.6	49.6	3.4	0.4	3.7
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 6	339	100.0	25.9	50.6	17.2	6.3	23.4
	Grade 7	335	100.0	37.3	43.7	14.5	4.5	19.0
	Grade 8	324	99.4	39.2	52.0	8.1	0.7	8.8

SCHOOL PROFILE

C	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,013)				
Students enrolled in high school credit courses (grades 7 & 8)	3.5%	Down from 4.8%	8.4%	14.4%
Retention rate	0.4%	Down from 5.6%	3.0%	2.3%
Attendance rate Eligible for gifted and talented	95.8%	Up from 94.1%	94.4%	95.2%
	10.7%	Down from 11.1%	9.6%	13.6%
On academic plans On academic probation	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A
With disabilities other than speech Older than usual for grade	18.0%	Down from 18.5%	16.1%	14.1%
	11.3%	Up from 9.8%	6.8%	4.9%
Suspended or expelled	1.1%	Down from 4.5%	1.2%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 69)				
Teachers with advanced degrees Continuing contract teachers	31.9%	Down from 42.9%	42.4%	47.1%
	55.1%	Down from 84.1%	78.4%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	80.6%	Down from 83.4%	81.5%	84.3%
Teacher attendance rate Average teacher salary	94.0%	Down from 94.8%	94.9%	95.0%
	\$37,397	Up 0.1%	\$39,082	\$39,924
Prof. development days/teacher	13.5 days	Up from 11.9 days	11.1 days	10.7 days
School				
Principal's years at school	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio	22.6 to 1	Up from 21.5 to 1	19.1 to 1	21.0 to 1
Prime instructional time	88.7%	Up from 88.1%	88.3%	88.9%
Dollars spent per pupil*	\$5,220	Up 5.1%	\$6,321	\$5,854
Percent spent on teacher salaries* Opportunities in the arts	59.0%	Down from 62.0%	61.4%	62.0%
	Good	No change	Good	Good
Parents attending conferences SACS accreditation	80.4%	Up from 59.4%	95.6%	94.8%
	yes	N/A	yes	yes

^{*} Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

			• •	
Δhhr	eviation	e tor N	liccina	I lata

		ū	
N/A Not Applicable	N/C Not Collected	N/R Not Reported	I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Furman Middle School is dedicated to achieving our mission, which is to provide a challenging curriculum to improve academic skills and to provide a caring and supportive environment that fosters character development in order for each student to become a productive citizen. To fulfill this mission, the administration and staff are continuously working to improve instruction and create an environment that is caring and supportive. Being located in a rural community in which many of the population are disadvantaged brings unique challenges to the staff. Our goal is to provide opportunities for students to reach their full potential. Teachers have collaborated in developing standards-based plans to insure that instruction is structured to meet the required standards set for the students of South Carolina. Instruction is differentiated to provide for the individual needs of all students, and a comprehensive student assistance program has been implemented to address student problems. These efforts support students as they strive to meet the high expectations for achievement and behavior that are set before them.

In addition to emphasizing academics, athletics and extracurricular activities are provided to enhance learning opportunities. Programs are offered before and after school to provide tutoring and additional opportunities to grow socially and emotionally. The school is also providing opportunities for service learning as we teach students to look for ways that they can be involved in helping their community become a better place.

Furman Middle School recognizes the importance of the partnership between parents and the school. Furman is making an effort to communicate with parents and involve them in the education process. The open door policy invites parents and community involvement as we strive to work together to achieve the goal of all students experiencing success and performing to the best of their ability.

Furman continues to make progress in all areas to provide the best educational setting possible for the students.

Sherril P. Ray, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.